

PROGRAMME SPECIFICATION

MA TESOL & Creative Writing Course Record Information

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| Name and level of final award: | MA TESOL & Creative Writing |
| Name and level of intermediate awards: | Postgraduate Diploma in TESOL & Creative Writing Postgraduate Certificate in TESOL & Creative Writing |
| Awarding body/institution: | University of Westminster |
| Status of awarding body/institution: | Recognised Body |
| Location of delivery: | University of Westminster, Regent site |
| Language of delivery and assessment: | English |
| Course/programme leader: | Michelle Laufer |
| Course URL: | http://www.westminster.ac.uk/courses/subjects/english/postgraduate-courses/full-time/p09fptsw-ma-tesol-and-creative-writing |
| Mode of Study: | Full-time or Part-time |
| UW course code: | |
| JACS code: | |
| UKPASS code: | 044593 |
| QAA subject benchmarking group: | |
| Professional body accreditation: | Not applicable |
| Date of initial course validation/last review: | Initial validation April 2010 Review: 2014 |
| Date of programme specification: | April 2010 |

ADMISSIONS REQUIREMENTS

Applicants are normally required to have a good first degree or equivalent in any subject area (1st or 2nd class) and expected to have some prior TESOL experience. Where English is not the first language of candidates, proof of competence will be required. This normally will take the form of an IELTS score of 6.5 overall and 7.0 in writing, or equivalent. Where possible, candidates will be interviewed; where this is not possible, a short 1,500 word essay will be requested as part of the application procedure. Applications from mature candidates with demonstrable relevant work experience and relevant professional qualifications (e.g. CELTA, DELTA) are welcomed and may be required to assemble a work-experience portfolio (testimonials, job descriptions, etc.).

AIMS OF THE COURSE

The MA TESOL & Creative Writing is part of a suite of Masters programmes based within the Faculty of Social Sciences and Humanities, including the MAs in TESOL, Writing the City, English Literature, Critical and Cultural Studies, and Visual Culture. The MA TESOL & Creative Writing provides a unique combination of theoretical academic study, robust practical application, and skills development in English Language Teaching, with a particular focus on the use of creative writing in the classroom and as a significant part of the teacher's portfolio of skills.

Specifically the MA TESOL & Creative Writing aims to:

- develop the student's understanding of past and current language teaching methodology and the linguistic theories underpinning these approaches;
- foster the student's ability to critically examine TESOL teaching methodologies from both a theoretical and a practical classroom-based perspective;
- facilitate the development of the student's analytic skills as a writer and reader of fictional texts;
- introduce the student's understanding of relevant linguistic approaches to verbal art;
- critically and practically explore the use of verbal art in language teaching;
- enhance the student's understanding of the structure and use of the English language through the production and engagement with verbal art;
- provide a supportive context for the student to enrich their practical and professional skills involved in TESOL;
- nurture the student's use of advanced skills in argument, synthesis and critical expression;
- enable graduates to make a renewed contribution to professional development in their future work contexts.

EMPLOYMENT AND FURTHER STUDY OPPORTUNITIES

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses;
- Opportunities for part-time work, placements and work-related learning activities are widely available to students;
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

The MA TESOL & Creative Writing is intended to move students to a new level in their careers as teachers and writers by developing both their skills as sophisticated critical practitioners and their knowledge base of pedagogy, the English language and its use in verbal art. Students will have the training and preparation to make significant contributions in their professional context as instructors, managers, and researchers.

COURSE LEARNING OUTCOMES

Learning outcomes are statements on what successful students have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and Understanding

Graduates of the MA will:

- reflected on and reassessed their personal contribution to their professional area;
- experienced directly the progress or results of contemporary language- and learning-related projects and research undertaken by staff;
- experienced directly talks, seminars and readings given by published authors;
- undertaken research in specific areas of professional interest;
- undertaken small creative writing projects;
- placed their own teaching experiences within a conceptual framework constructed from the plurality of developments and issues;
- have critically examined a range of theoretical approaches to language teaching and the linguistic theories underlying them;
- be able to demonstrate a thorough knowledge of some recent methodological developments in language teaching and study;
- be able to demonstrate a familiarity with methods of studying and teaching language structure and language use through verbal art;
- have developed their skills as a writer and reader of fictional texts;
- be able to display a practical understanding of some theoretical linguistic approaches to verbal art;
- have developed advanced skills of argument, synthesis, critical expression, research and presentation;
- prepared themselves for further ongoing independent learning in their professional areas.

Specific Skills

Graduates of the MA will acquire a range of advanced analytic and critical skills such as:

- The development of research skills in TESOL (including project formulation and planning; selection and application of appropriate methodology; skills of analysis and synthesis of current literature);
- The analysis of the needs and aspirations of differing groups of language learners and institutions;
- The critical review and evaluation of language-teaching materials;
- Enhanced understanding of the input from specific Linguistics areas;
- Scholarly skills appropriate to the discipline, including accurate citation of sources and use of bibliographic conventions.
- An informed response to the role of verbal art in language teaching and learning;
- The review and development of appropriate language-learning assessment methods;
- Sophisticated skills of textual analysis with respect to their own and others fictional writing;
- Planning, editing, drafting skills in writing.

Key Transferable skills

Graduates of the MA will:

- Be able to reflect on and assess their own role in and contribution to their professional area of expertise;
- Be prepared to contribute to discussion and policy-making on relevant issues;
- Be prepared for further, independent learning in their professional area of expertise;
- Know how to continue their own research in an academic or professional context in a chosen area of interest;
- Have further developed advanced skills in effective oral and written communication and argument;
- Have the ability to present sustained and persuasive written and oral arguments;
- Have developed advanced literacy and communication skills
- Have the capacity to critically examine any form of discourse using close reading and analysis of texts;
- Have enhanced their ability to acquire quickly substantial quantities of complex information of diverse kinds in a structured way, involving the use of sophisticated interpretive skills;
- Have the ability to comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences;
- Have the ability to work with, and in relation to, others through the presentation of ideas and information;
- Be able to understand, interrogate and apply a range of theoretical positions, as well as appreciating the importance of alternative perspectives;
- Have enhanced their ability to handle information and argument in a critical and self reflective manner;
- Have improved time-management and organisational skills, as shown by the ability to plan and present findings effectively;

- Have confidence in expression and the articulation of complex ideas.

TEACHING, LEARNING AND ASSESSMENT METHODS

Learning and Teaching

Teaching methods include weekly 2-hour lectures, tutorials, seminars, practical sessions and workshops, together with independent student-directed study. The core dissertation module consists of preliminary workshops focused on relevant research skills followed by individual tutorials with the supervisor. All modules employ the University on-line learning system 'Blackboard' as part of their delivery, in providing course materials, discussion fora and where appropriate, additional exercises.

Assessment methods deployed on the course include coursework in the form of essays, reports, oral presentations and creative writing portfolios, as well as the final 15,000 word dissertation. There are no formal examinations.

COURSE STRUCTURE

This section shows the core and option modules available as part of the course and their credit value. Full-time postgraduate students study 180 credits in the academic year. Part-time students will normally complete 180 credits in two academic years. The MA consists of four core modules (of which the dissertation is one) and two optional creative writing module.

Credit Level 7

| <i>Module Title</i> | <i>Status</i> | <i>UK Credit</i> | <i>ECTS</i> |
|---|---------------|------------------|-------------|
| 1TES7A1 Language and Learning: Description and Analysis | Core | 40 | 20 |
| 1APP7B1 Current Developments in Language Teaching | Core | 20 | 10 |
| SCRW707 Using Literature in ELT | Core | 20 | 10 |
| 1TES7A0 Dissertation | Core | 60 | 30 |
| SCRW703 Creative Practice | Option | 20 | 10 |
| SCRW700 Tales of the City (prose writing) | Option | 20 | 10 |
| SCRW701 Conflict and the City (writing drama) | Option | 20 | 10 |
| SCRW702 Language and the Imagination (poetic writing) | Option | 20 | 10 |
| SCRW709 Digital London | Option | 20 | 10 |
| SCRW705 The Writing Business | Option | 20 | 10 |

Please note: not all option modules will necessarily be offered in any one year.

Postgraduate Diploma in TESOL & Creative Writing

Students follow the same programme as above, minus the dissertation module.

Postgraduate Certificate in TESOL & Creative Writing

Students study the 40 credit Core Module *Language & Learning: Description and Analysis* and the 20 credit module *Using Literature in ELT*.

Academic regulations

The MA TESOL and Creative Writing and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations.

Award

To qualify for the award of MA TESOL and Creative Writing, a student must have:

- obtained a minimum of 180 credits at Level 7 (this may include a maximum of 30 credits at Level 6 where validated as part of the award);
- attempted modules worth no more than 240 credits; and
Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.
- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.
- a Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

SUPPORT FOR STUDENTS

Upon arrival, an orientation programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the

courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

[Student Affairs](#) provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

westminster.ac.uk/study/new-students/when-you-arrive

The [University of Westminster Students' Union](#) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

KEY REFERENCE POINTS FOR THE COURSE

Internal

Primary internal reference points for teaching, learning and assessment policies on the MA are the University Handbook of Academic Regulations, the Quality Assurance Handbook, and the Guide to Higher Education and Career Management Skills produced by the Education Initiative Centre (EIC).

The course is designed to enhance and extend the resources offered by research in literary studies going on within the University, as well as by the kinds of transdisciplinary work across the areas of literary, visual and historical studies that are among the research and teaching strengths of the Faculty. The MA is situated within the suite of Cultural, Critical and Literary Studies MAs hosted by the Department of English, Linguistics and Cultural Studies, and makes use of the wide range of cognate research interests and forms of expertise that exist across the various disciplines and staff members involved in the delivery of this programme.

The course structure meets the requirements of the modular frameworks and the academic regulations of the University, as well as of the Faculty Teaching, Learning and Assessment Policy. At the same time, it is designed to take account of both the University Policies on skills development and employability and one of the key themes in the University strategic plan – creative and cultural industries – providing advanced theoretical and critical work relevant to these areas.

External

The primary external reference point for the academic infrastructure of the course is the Quality Assurance Agency (qaa.ac.uk); in particular, the Code of Practice for the assurance of quality and standards, the Framework of Higher Education Qualifications (FHEQ), and the details of programme specifications. For credit level descriptors (specifically 'M' level descriptors), the reference point is the South England consortium for Credit Accumulation and Transfer (seec-office.org.uk).

Reference may also be made to the materials provided by various subject centres of the Higher Education Academy (heacademy.ac.uk).

QUALITY MANAGEMENT AND ENHANCEMENT

Course Management

The Course is hosted in the Department of English, Linguistics, and Cultural Studies, one of the departments within the Faculty of Social Sciences and Humanities. The Course is directly managed by a Course Leader within the Department of English, Linguistics and Cultural Studies, and will be overseen by a Programme Director with responsibility for the management and co-ordination of the Cultural, Critical and Literary Studies MAs suite as a whole. Each module on the course also has a designated Module Leader responsible for the administration and monitoring of its design and delivery.

The course teaching team consists of staff from the Department of English, Linguistics and Cultural Studies. Key members of the course team meet regularly each year to identify and address ways of improving the design and delivery of the course. Staff undergo annual appraisal and observation of their teaching by colleagues leading to staff development through course attendance and/or research and scholarly activity. Staff teaching on the course also attend events organised by the Faculty Academic Standards and the Faculty Teaching and Learning Groups around current teaching, learning and assessment issues.

The MA course intersects with, and draws upon, the institutional resources provided by the wider set of events and research initiatives co-ordinated by staff within the Faculty, including the English Literature and English Language & Linguistics research seminar series, the 'Being a Writer' series of readings and seminars by visiting writers hosted by the department, and by the various events and collaborative ventures organised under the umbrella of the Westminster-Smithsonian Colloquium.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2010. The Panel included internal peers from the University and external subject specialists from academia to ensure the comparability of the course to those offered in other Universities and the relevance to employers. The Course undergoes Periodic Course Review to ensure that the curriculum remains up-to-date and that the skills gained on the course continue to be relevant to the wider work context.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees are part of the Faculty's quality assurance evidence base.

For more information about this course: contact the admissions tutor Michelle Laufer, laufem@westminster.ac.uk

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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